



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15220 S. 50th Street #109, Ahwatukee-Phoenix, AZ 85248

Skyline Technical High School

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Molly Ryan
Schedule : 07:30 AM to 04:30 PM
Grades : 6-12
Web Address : www.skylineths.com
Phone Number : (480) 763-8425
Fax Number : (480) 763-8427
E-mail : mryan@skylineths.com

Mission

Skyline Tech High School is a unique concept school designed to provide both excellent and responsive educational services to families and students who are seeking a successful pre-professional and postsecondary education.

School / Academic Goals

- ü To develop each student's communication, basic and critical-thinking skills through writing exercises, simulations, research, group discussions, problem solving and community resources.
- ü To provide for student's discovery of math and science through inquiry, technology and hands-on activities related to their everyday skills and activities.
- ü To increase student participation in post secondary endeavors by utilizing vocational and academic programs, specifically geared towards students interest and abilities.

Enrollment

October 1, 2005 School Year Student Enrollment : 160
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Ü Technology Supported Resources
- Ü Theater, Arts and Music Programs
- Ü School-to-Work Program
- Ü Academic Programs for AP Students
- Ü Community College dual enrollment
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

STHS provides regular parent/school/student communications and 2 student/parent conferences per year. STHS distributes policies and procedures. STHS provides a site council and student council for opportunities for students and parent involvement. STHS provides highly quality teachers and staff.

Parents

Ensure student's attendance. Provide proper clothing and nourishment. Involvement in school goals and expectations. Transportation commitments. Support of school policies and procedures. Communicate regularly with school staff and your students.

Transportation Policy

Students will behave in an appropriate manner during any and all transportation times. Students will have appropriate pick-up and drop-off points. Student follow the policy and procedures guide on transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Intel International Science Fair-3 Place, Ricco Award	2005
Ü School Honored - Science Awards, 1st at Sacaton Science	2005
Ü Student and School Honored for Science Awards-ASU, 2nd	2003
Ü Jeff Rumbach/Sharon Paskiewicz Scholarships \$1000.00	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79327	NC	NC	98	NC	NC	518	NC	NC	19	NC	NC	20	NC	NC	46	NC	NC	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38961	--	--	98	--	--	520	--	--	16	--	--	20	--	--	48	--	--	16
Male	NC	NC	40295	NC	NC	97	NC	NC	516	NC	NC	21	NC	NC	19	NC	NC	44	NC	NC	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	--	--	9321	--	--	87	--	--	467	--	--	54	--	--	22	--	--	21	--	--	3
Students without Disabilities	NC	NC	70006	NC	NC	100	NC	NC	524	NC	NC	14	NC	NC	19	NC	NC	49	NC	NC	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79501	NC	NC	98	NC	NC	497	NC	NC	10	NC	NC	25	NC	NC	60	NC	NC	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39062	--	--	99	--	--	502	--	--	8	--	--	23	--	--	64	--	--	5
Male	NC	NC	40368	NC	NC	98	NC	NC	491	NC	NC	13	NC	NC	27	NC	NC	57	NC	NC	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	--	--	9411	--	--	88	--	--	453	--	--	36	--	--	36	--	--	26	--	--	1
Students without Disabilities	NC	NC	70090	NC	NC	100	NC	NC	502	NC	NC	7	NC	NC	24	NC	NC	65	NC	NC	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	80000	NC	NC	99	NC	NC	564	NC	NC	3	NC	NC	11	NC	NC	75	NC	NC	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39288	--	--	99	--	--	579	--	--	2	--	--	6	--	--	77	--	--	16
Male	NC	NC	40644	NC	NC	98	NC	NC	549	NC	NC	4	NC	NC	15	NC	NC	74	NC	NC	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	--	--	9919	--	--	93	--	--	505	--	--	9	--	--	35	--	--	54	--	--	2
Students without Disabilities	NC	NC	70081	NC	NC	100	NC	NC	571	NC	NC	2	NC	NC	7	NC	NC	79	NC	NC	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	36	78546	NC	100	97	NC	514	543	NC	31	15	NC	28	18	NC	36	52	NC	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	38645	NC	100	98	NC	520	545	NC	22	13	NC	33	18	NC	39	54	NC	6	15
Male	--	18	39792	--	100	97	--	508	542	--	39	17	--	22	17	--	33	50	--	6	15
African American	--	NC	4205	--	NC	97	--	NC	524	--	NC	22	--	NC	22	--	NC	49	--	NC	7
Hispanic	--	NC	31177	--	NC	97	--	NC	524	--	NC	22	--	NC	23	--	NC	48	--	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	NC	26	36450	NC	100	97	NC	520	563	NC	31	7	NC	19	12	NC	42	57	NC	8	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	NC	30	70453	NC	100	100	NC	522	549	NC	20	11	NC	33	17	NC	40	56	NC	7	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	12	34694	NC	100	96	NC	491	524	NC	50	23	NC	25	23	NC	25	48	NC	NA	7
Non-Economically Disadvantaged	NC	24	43852	NC	100	99	NC	525	559	NC	21	10	NC	29	13	NC	42	56	NC	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	36	79045	NC	100	98	NC	497	512	NC	14	10	NC	33	25	NC	53	58	NC	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	38860	NC	100	98	NC	509	519	NC	6	7	NC	33	22	NC	61	62	NC	NA	8
Male	--	18	40075	--	100	97	--	485	505	--	22	12	--	33	28	--	44	54	--	NA	6
African American	--	NC	4250	--	NC	98	--	NC	500	--	NC	12	--	NC	31	--	NC	54	--	NC	3
Hispanic	--	NC	31314	--	NC	98	--	NC	493	--	NC	16	--	NC	34	--	NC	48	--	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	NC	26	36730	NC	100	98	NC	502	532	NC	8	4	NC	38	16	NC	54	68	NC	NA	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	NC	30	70493	NC	100	100	NC	502	517	NC	10	7	NC	33	24	NC	57	62	NC	NA	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	12	34922	NC	100	96	NC	473	493	NC	33	15	NC	33	34	NC	33	48	NC	NA	3
Non-Economically Disadvantaged	NC	24	44123	NC	100	99	NC	509	527	NC	4	6	NC	33	18	NC	63	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	36	79657	NC	100	99	NC	560	566	NC	6	3	NC	3	8	NC	92	87	NC	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	18	39120	NC	100	99	NC	585	580	NC	NA	2	NC	NA	4	NC	100	92	NC	NA	2
Male	--	18	40423	--	100	98	--	536	553	--	11	5	--	6	12	--	83	83	--	NA	1
African American	--	NC	4290	--	NC	99	--	NC	560	--	NC	4	--	NC	9	--	NC	86	--	NC	1
Hispanic	--	NC	31642	--	NC	99	--	NC	552	--	NC	5	--	NC	11	--	NC	84	--	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	NC	26	36929	NC	100	99	NC	575	579	NC	NA	2	NC	4	5	NC	96	91	NC	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	NC	30	70588	NC	100	100	NC	568	573	NC	3	2	NC	NA	5	NC	97	91	NC	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	12	35341	NC	100	97	NC	547	551	NC	8	5	NC	NA	12	NC	92	83	NC	NA	0
Non-Economically Disadvantaged	NC	24	44316	NC	100	100	NC	566	578	NC	4	2	NC	4	5	NC	92	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	37	78400	NC	100	97	NC	538	554	NC	35	21	NC	14	19	NC	46	47	NC	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	20	38686	NC	100	98	NC	540	554	NC	30	20	NC	20	20	NC	45	49	NC	5	12
Male	--	17	39636	--	100	96	--	534	554	--	41	23	--	6	18	--	47	46	--	6	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	NC	30732	--	NC	97	--	NC	534	--	NC	31	--	NC	24	--	NC	40	--	NC	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	NC	29	37038	NC	100	97	NC	532	575	NC	34	11	NC	17	14	NC	48	56	NC	NA	19
Students with Disabilities	--	NC	7840	--	NC	81	--	NC	498	--	NC	60	--	NC	18	--	NC	20	--	NC	2
Students without Disabilities	NC	32	70560	NC	100	99	NC	547	560	NC	25	17	NC	16	19	NC	53	50	NC	6	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	NC	30	45386	NC	NA	99	NC	542	569	NC	30	15	NC	13	15	NC	50	52	NC	7	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	37	79179	NC	100	98	NC	508	519	NC	5	11	NC	43	27	NC	51	58	NC	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	20	38974	NC	100	99	NC	509	524	NC	5	8	NC	35	25	NC	60	61	NC	NA	5
Male	--	17	40124	--	100	97	--	507	513	--	6	13	--	53	28	--	41	54	--	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	NC	30987	--	NC	98	--	NC	498	--	NC	17	--	NC	36	--	NC	45	--	NC	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	NC	29	37467	NC	100	98	NC	504	539	NC	7	5	NC	45	17	NC	48	70	NC	NA	8
Students with Disabilities	--	NC	8567	--	NC	88	--	NC	467	--	NC	39	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	NC	32	70612	NC	100	99	NC	513	524	NC	3	7	NC	41	25	NC	56	62	NC	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	NC	30	45834	NC	NA	99	NC	510	533	NC	3	7	NC	47	19	NC	50	67	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	33	79734	NC	100	99	NC	559	554	NC	NA	3	NC	21	19	NC	79	78	NC	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	16	39243	NC	100	99	NC	574	568	NC	NA	2	NC	19	12	NC	81	85	NC	NA	1
Male	--	17	40413	--	100	98	--	544	541	--	NA	4	--	24	26	--	76	70	--	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	NC	31254	--	NC	99	--	NC	539	--	NC	5	--	NC	25	--	NC	70	--	NC	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	NC	25	37668	NC	100	99	NC	559	569	NC	NA	1	NC	20	13	NC	80	85	NC	NA	1
Students with Disabilities	--	NC	8943	--	NC	92	--	NC	495	--	NC	11	--	NC	51	--	NC	38	--	NC	1
Students without Disabilities	NC	28	70791	NC	100	100	NC	560	561	NC	NA	2	NC	18	15	NC	82	83	NC	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	NC	27	46016	NC	NA	100	NC	561	567	NC	NA	2	NC	15	14	NC	85	84	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	68	71130	84	89	95	660	667	701	63	53	23	19	16	13	19	28	51	NA	3	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	37	35465	89	93	96	652	672	702	76	49	21	18	19	13	6	27	53	NA	5	13
Male	15	31	35648	79	86	94	669	661	701	47	58	24	20	13	12	33	29	50	NA	NA	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	22	22	4241	81	81	90	649	649	679	82	82	39	18	18	19	NA	NA	39	NA	NA	3
White	NC	38	36075	NC	93	95	NC	678	715	NC	37	12	NC	13	9	NC	45	58	NC	5	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	30	63	65268	97	97	98	661	670	705	60	49	19	20	17	12	20	30	54	NA	3	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	18	21	22957	82	78	93	649	653	685	78	71	34	17	19	17	6	10	44	NA	NA	5
Non-Economically Disadvantaged	14	47	48173	88	96	96	674	674	709	43	45	17	21	15	11	36	36	55	NA	4	18

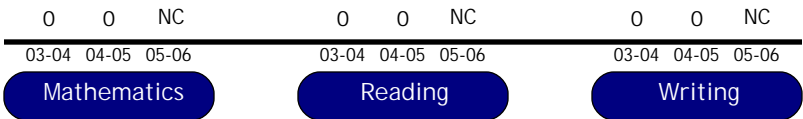
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	66	73018	95	96	97	676	683	703	8	9	6	39	32	23	47	55	64	6	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	37	36181	100	100	97	672	689	708	10	8	4	40	24	21	45	62	65	5	5	9
Male	16	29	36816	89	91	96	681	676	699	6	10	7	38	41	24	50	45	62	6	3	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	26	26	4389	96	96	93	662	662	675	12	12	9	46	46	42	42	42	47	NA	NA	1
White	NC	31	37024	NC	94	97	NC	707	721	NC	3	2	NC	19	12	NC	68	73	NC	10	13
Students with Disabilities	NC	10	7170	NC	91	85	NC	NA	654	NC	NA	23	NC	NA	47	NC	NA	29	NC	NA	1
Students without Disabilities	29	56	65848	94	97	98	674	685	708	10	9	4	41	32	20	41	54	67	7	5	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	21	25	23912	95	93	94	666	666	681	10	12	10	43	40	36	48	48	52	NA	NA	2
Non-Economically Disadvantaged	15	41	49106	94	98	98	688	694	714	7	7	4	33	27	16	47	59	69	13	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	66	72810	95	96	96	662	667	685	8	11	6	58	44	30	31	42	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	37	36111	100	100	97	655	678	695	15	8	4	55	38	23	25	49	65	5	5	8
Male	16	29	36678	89	91	95	672	653	674	NA	14	9	63	52	36	38	34	52	NA	NA	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	26	26	4370	96	96	92	647	647	670	12	12	9	69	69	39	19	19	50	NA	NA	2
White	NC	31	36915	NC	94	97	NC	684	697	NC	10	3	NC	23	21	NC	61	67	NC	6	8
Students with Disabilities	NC	10	7071	NC	91	84	NC	NA	634	NC	NA	24	NC	NA	53	NC	NA	21	NC	NA	1
Students without Disabilities	29	56	65739	94	97	98	673	673	689	3	9	4	55	39	27	38	48	62	3	4	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	21	25	23814	95	93	94	645	647	667	14	16	10	62	56	41	24	28	47	NA	NA	2
Non-Economically Disadvantaged	15	41	48996	94	98	97	686	679	693	NA	7	4	53	37	24	40	51	64	7	5	7

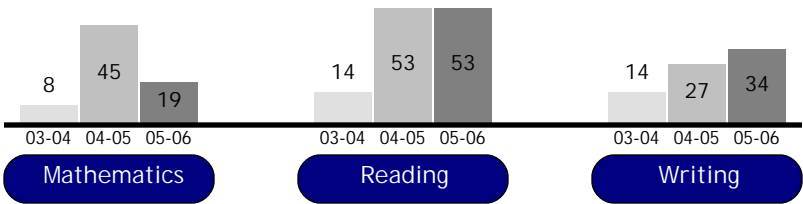
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	--	56	--	--	56	51	NC	NC	NC	56
	Language	--	--	--	48	--	--	41	47	NC	NC	NC	50
	Mathematics	--	--	--	66	--	--	43	52	NC	NC	NC	58
7	Reading	--	--	--	54	--	--	56	50	NC	NC	43	54
	Language	--	--	--	58	--	--	51	52	NC	NC	39	58
	Mathematics	--	--	--	62	--	--	50	50	NC	NC	32	54
8	Reading	--	--	--	55	--	--	53	51	NC	NC	50	58
	Language	--	--	--	52	--	--	53	50	NC	NC	48	56
	Mathematics	--	--	--	61	--	--	55	53	NC	NC	44	58
9	Reading	50	12	NA	42	92	29	29	51	89	48	46	52
	Language	59	11	19	42	92	24	24	50	89	44	41	50
	Mathematics	59	25	35	63	89	23	23	50	89	41	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Skyline Technical High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Academic and Curricula Activities
- Ü Community/Business/Resources
- Ü School Improvement
- Ü School Safety Issues
- Ü Technology Committee and Resources
- Ü Scholarships and Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	6.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	1	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Television Production Studio
- Ü Theater Arts and Art Studio
- Ü Technology Internet Labs
- Ü Large Science Classroom

Extracurricular Activities

- Ü Girls Softball
- Ü Student Council
- Ü Girls and Boys Basketball
- Ü Vocational Internships
- Ü Girls Volleyball
- Ü National Honor Society
- Ü VICA Skills USA
- Ü Cheer and Dance

Social Services

- Ü On site school counselor
- Ü Crisis Assistance
- Ü Sacaton Gang Intervention Project, DARE
- Ü Boys and Girls Club Sacaton
- Ü Peer Mediation
- Ü Bi weekly parent communications
- Ü ADE and USDA Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü National Honor Society inducted 15 students this year. Our student council is under the membership of National Student Council. Twenty students were inducted into Who's Who's in the USA.
- ü Students, freshman through seniors, have been awarded Student of the Block. STHS has received a SAT score code for graduating seniors. SAT scores are encouraged at our school.
- ü Over half of graduating class enrolled in post-secondary education, including salutatorian enrolled at University of Virgin Islands to study marine biology. College scholarships awarded top 10 percent of 2004/2005 graduating class.
- ü Hubert Humphrey Science Award and Presidential Recognition of Contribution to Science Award won by STHS student, for contributions to the National Science Fair. Intell Award recipient enrolling at NAU for fall 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	65	89	88	73
Graduation Rate ⁶	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

STHS is dedicated to offering clubs and extracurricular activities. Clubs and programs are student-driven and are healthy in nature. We are pro-active in drop out prevention including daily contacts with students that are absent. We are a performing plus school that is dedicated to Math and Science curriculum and the passing of AIMS and Terra Nova.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Molly Ryan	(480) 763-8425
Transportation Policy	Dana Mitchell	(480) 707-2488
Community Resources	Richard Hinkle	(480) 763-8425
School Nutrition Programs	Education Network Meals	(480) 763-8425
Parent Organization	Ronda Owens	(480) 763-8425
Student Health/Nurse	Lilo Sablan	(480) 763-8425

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.